



**UGANDA SERVICE DELIVERY INDICATORS  
EDUCATION SURVEY**

**2013**

**Modules (E1 and E2)– School Information & Staff Roster**



## INTRODUCTION

Hello. My name is \_\_\_\_\_. I am working with EPRC with authorization from the Ministry of Education. I am leading the team comprised of myself and my colleagues \_\_\_\_\_ and \_\_\_\_\_. We are conducting a survey about education all over Uganda. The information we collect will help the government to plan for better education services. This school was selected for the survey. I would like to collect some information about the school, the teaching staff and the pupils. We will collect this information in a way that minimizes disturbance to the school. On each day, the survey usually takes about four hours. All of the answers you give will be confidential and will not be shared with anyone other than members of our survey team. All information collected will remain confidential.

Would you have any questions for the team or how this is going to work?

**Team Leader/Enumerator: Please listen to the question and respond as clearly as possible to the headmaster. Please make also sure you respond gently.**

May I now begin the interview?

11. Did the respondent agree to be interviewed	<b>Yes = 1 → START INTERVIEW</b> <b>No = 2</b>	__
12. If refused, reason for refusal?		

# School Facility Questionnaire

## Cover Sheet

Note: Please write all responses clearly using CAPITAL LETTERS ONLY!

				Name(s)		Code	
1.	First Visit Enumerator (s)					_ _ _ _ _	
2.	Second Visit Enumerator (s)					_ _ _ _ _	
3.	District					_ _ _ _	
4.	County/Municipality					_ _ _	
5.	Sub-County/Division/Town Council					_ _ _ _	
6.	Parish					_ _ _ _	
7.	School					_ _ _ _	
8.	School EMIS Code					_ _ _ _ _ _ _ _ _	
9.	GPS Coordinates			Circle one: N / S     _ _ ° _ _ .  _ _ _ _		E  _ _ _ °  _ _ .  _ _ _ _	
10.	Date of first visit			Day/Month/Year (e.g. 15 04 13)		_ _ / _ _ / _ _ _	
11.	Date of second visit			Day/Month/Year (e.g. 15 04 13)		_ _ / _ _ / _ _ _	
Supervision				Result	Signature	Date	
				1.		2.	
13.	Questionnaire Verification	Team leader	a.	_ _ _		_ _ / _ _ / _ _ _	
		Supervisor	b.	_ _ _		_ _ / _ _ / _ _ _	
<p align="right"><u>Survey results codes</u>                  Questionnaire completed = 1                  Incomplete questionnaire = 2                  School closed= 3                  Refused = 4</p>							
Visit		Time					
First Visit		14. At what time did you arrive at the school?			Time in 12 hr. format (e.g. 8 30 am)		_ _ : _ _
		15. At what time did you leave the school?			Time in 12 hr. format (e.g. 2 30 pm)		_ _ : _ _
Second Visit		16. At what time did you arrive at the school?			Time in 12 hr. format (e.g. 8 30 am)		_ _ : _ _
		17. At what time did you leave the school?			Time in 12 hr. format (e.g. 2 30 pm)		_ _ : _ _

## Module (E1): School Information

**Read to Respondent:** Please allow me to ask a few questions about this school

	Question	Codes	Response
1	Could you please tell me your name?	Surname first, middle and other names	
2	Which position do you occupy in this facility (most senior position)?	<i>Owner/ Director = 1 ; Head teacher/ principal = 2</i> <i>Deputy head teacher = 3 ; Senior Woman/Man = 4</i> <i>Teacher (government) = 5 ; Teacher (paid contract) = 6</i> <i>Teacher (volunteer) = 7 ; Head of Department = 8</i> <i>Director of studies=9 ; Licensed teacher =10</i> <i>Teacher (without contract) = 11</i> <i>Other (specify) =12 _____</i>	_____
3	Please, can we have your mobile phone number?	<i>Number</i>	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____
4	What is this school's ownership type?	<i>Public (without religious affiliation) = 1</i> <i>Private not for profit (Community based) = 2</i> <i>Private for profit = 3</i> <i>Public aided (with Foundation body)=4</i> <i>Other (specify) = 5 _____</i>	_____
5	Is the school rural, urban or semi-urban/rural?	<i>Urban = 1 ; Rural = 2</i> <i>Semi-urban = 3 Don't know = 9</i>	_____
6	What is the school type?	<i>Day school = 1 ; Boarding school = 2</i> <i>Both = 3 ; Special needs education school = 4</i> <i>Other (specify) = 5 _____</i>	_____
7	What is the school category?	<i>Boys school = 1 ; Girls school = 2</i> <i>Mixed gender school = 3</i>	_____
8	When did this school begin operating?	<i>Year (Don't Know= 9999)</i>	_____ _____ _____ _____

**School governance**

9	Does the school have a Parent Teacher Association?	Yes = 1 ; No =2 → <b>Question 12</b>	<input type="text"/>
10	How many times did the Parent Teacher Association meet in 2012?	Number	<input type="text"/>
11	<b>Enumerator Note:</b> have you seen the minutes of the PTA meetings?	Yes = 1 No =2	<input type="text"/>
12	Does the school have a School Management Committee or Board of Directors?	Yes = 1 ; No =2 → <b>Question 15</b>	<input type="text"/>
13	How many times did the School Management Committee (SMC) meet in 2012?	Number	<input type="text"/>
14	<b>Enumerator note:</b> have you seen the minutes of the SMC meetings?	Yes = 1 ;                      No =2	<input type="text"/>
15	How many times did the school receive a visit from an official quality assurance officer or school inspector (from the ministry of education or the district education office) in 2012?	Number If 0 → <b>Question 17</b>	<input type="text"/>
16	When was the last visit of the official government quality assurance officer or inspector?	Day, Month, Year DD/ MM/ YY	<input type="text"/>

**SANITATION [ENUMERATOR: PLEASE NOTE THAT FOR ALL SANITATION QUESTIONS REQUIRE ACTUAL OBSERVATION AND/OR COUNTING]**

17	Does the school have latrines/toilets for pupils?	Yes = 1; No =2 → <b>Question 34</b>	<input type="text"/>
18	How many toilet stances are there altogether?	Number	<input type="text"/>
19	Are the latrines/toilets designated for boys and/or girls?	Yes = 1; No =2 → <b>Question 34</b>	<input type="text"/>
20	How many <b>boys' latrine stances</b> /toilets does the school have?	Number	<input type="text"/>

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21	Does the school have urinals for boys?	Yes = 1; No =2	<input type="checkbox"/>
22	What is the condition of the latrines/toilets for boys?	New = 1; Very Old =2, Nearly full=3	<input type="checkbox"/>
23	How many <b>girls' latrine stances</b> /toilets does the school have?	Number	<input type="text"/>
24	Does the school have bathrooms for girls?	Yes = 1; No =2	<input type="checkbox"/>
25	What is the condition of the latrines/toilets for girls?	New = 1; Very Old =2, Nearly full=3	<input type="checkbox"/>
26	How many toilets for pupils with special needs does the school have?	Number	<input type="text"/>
27	Are there latrines/toilets for pupils with special needs on each block of toilets?	Yes = 1; No =2	<input type="checkbox"/>
28	Are the toilets clean?	Extremely clean and well maintained = 1 Reasonably clean and maintained = 2 Not very clean or maintained = 3	<input type="checkbox"/>
29	Are the toilets private (have doors or separating entry way wall)?	Yes = 1; No =2	<input type="checkbox"/>
30	What is the condition of the latrines/toilets?	New = 1; Very Old =2, Nearly full=3	<input type="checkbox"/>
31	Are the toilets accessible (unlocked, not overflowing, etc.)?	Yes = 1; No =2	<input type="checkbox"/>
32	Are there functional (soap and water) hand washing facilities near or in the toilets?	Yes = 1; No =2	<input type="checkbox"/>
33	Are there latrines/ toilets designated for female and male staff?	Yes = 1; No =2	<input type="checkbox"/>

**Enumerator Read:** Could you please tell us more about the number of pupils in this school?

**(ENROLLMENT NUMBERS SHOULD BE BASED ON THE CURRENT SCHOOL REGISTER)**

Class		34. How many streams are there per class?  IF 0 → NEXT	35. What is the total number of pupils currently enrolled in each class?		
			Boys	Girls	Total
			1)	2)	3)
a.	P1	□□	□□□□	□□□□	□□□□
b.	P2	□□	□□□□	□□□□	□□□□
c.	P3	□□	□□□□	□□□□	□□□□
d.	P4	□□	□□□□	□□□□	□□□□
e.	P5	□□	□□□□	□□□□	□□□□
f.	P6	□□	□□□□	□□□□	□□□□
g.	P7	□□	□□□□	□□□□	□□□□
h.	<b>Total primary</b>	□□□	□□□□□□	□□□□□□	□□□□□□
i.	Pre-primary	□□	□□□□	□□□□	□□□□
j.	Spec.Needs	□□	□□□□	□□□□	□□□□
36.	Are there any multi-grade classes in your school? (e.g. Nursery/pre-primary, primary etc.)	Yes = 1, No = 2 → <b>Question 38</b>		□□	
37	Which grades are grouped together?	Grades = 1-7 Baby class = 8 Nursery = 9 Pre-unit = 10		First grouping:	□□□□□□
				Second grouping:	□□□□□□
				Third grouping:	□□□□□□

ENUMERATOR PLEASE READ: I would like now to ask you questions about the number of teaching hours per day in your school

38		What is the official reporting time (starting and ending time) and number of minutes of break during a normal teaching day for primary 3, 4, and 5?					
		<b>1<sup>ST</sup> SHIFT</b>			<b>2<sup>ND</sup> SHIFT</b>		
		Starting time (e.g. 08: 00)	Ending time (e.g. 17: 00)	Total number of minutes break and Lunch	Starting time (e.g. 08: 00)	Ending time (e.g. 17: 00)	Total number of minutes break and Lunch
		<b>1.</b>	<b>2.</b>	<b>3.</b>	<b>4.</b>	<b>5.</b>	<b>6.</b>
<b>a.</b>	P3	_ : _ : _ _	_ : _ : _ _	_ : _ : _ _	_ : _ : _ _	_ : _ : _ _	_ : _ : _ _
<b>b.</b>	P4	_ : _ : _ _	_ : _ : _ _	_ : _ : _ _	_ : _ : _ _	_ : _ : _ _	_ : _ : _ _
<b>c.</b>	P5	_ : _ : _ _	_ : _ : _ _	_ : _ : _ _	_ : _ : _ _	_ : _ : _ _	_ : _ : _ _
39.		What was the actual number of days during which school was in session in 2012?				_ _ _ _	
40		For each term in 2012 when did the school open and close? <i>Day/Month/Year (e.g.15 04 13)</i>		<b>Start of Term</b>		<b>End of Term</b>	
				<b>1.</b>		<b>2.</b>	
				<b>a.</b>	Term 1.  _ _ _ / _ _ / _ _	<b>a.</b>	Term 1.  _ _ _ / _ _ / _ _
				<b>b.</b>	Term 2.  _ _ _ / _ _ / _ _	<b>b.</b>	Term 2.  _ _ _ / _ _ / _ _
<b>c.</b>	Term 3.  _ _ _ / _ _ / _ _	<b>c.</b>	Term 3.  _ _ _ / _ _ / _ _				

**Instructions:** Record the schedule of the day of the visit in the event that it differs from the usual school schedule.

## Module (E2A): Teacher Roster for the current school year (2013)

Please allow me now to ask a few questions about the teachers who are working in this school (inc. pre-school and special needs) Teachers ONLY

<b>1. How many <u>teachers</u> work in this school?</b> (Including the head teacher if he/ she teaches)(Note: paid and non-paid teachers)						
Could you give me the names of <u>all</u> the teachers currently teaching including contract and volunteer teachers? Please <u>start</u> with yourself if you teach.						
	<b>2.</b>	<b>3.</b>	<b>4.</b>	<b>5.</b>	<b>6.</b>	<b>7.</b>
	<b>Teacher ID</b>	<b>First and last names</b>	<b>Gender</b>	<b>Position in the school</b>	<b>Full / Part time</b>	<b>Teacher Sampled</b>
			Male = 1; Female =2	Owner/ Director = 1 ;      Head teacher/ principal = 2 Deputy head teacher = 3 ;      Senior Woman/Man = 4 Teacher (government) = 5 ;      Teacher (paid contract) = 6 Teacher (volunteer) = 7 ;      Head of department=8 Director of studies=9 ;      Licensed Teacher = 11 Teacher (without contract) = 12,      Other (specify) = 13	Full-time = 1; Part-time =2	Yes = 1; No =2
a.	1					
b.	2					
c.	3					
d.	4					
e.	5					
f.	6					
g.	7					
h.	8					
i.	9					
j.	10					
k.	11					
l.	12					
m.	13					

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n.	14					
o.	15					
		<b>3.</b>	<b>4.</b>	<b>5.</b>	<b>6.</b>	<b>7.</b>
	<b>Teacher ID</b>	<b>First and last names</b>	<b>Gender</b>	<b>Position in the school</b>	<b>Full / Part time</b>	<b>Teacher Sampled</b>
			Male = 1; Female =2	Owner/ Director = 1 ; Deputy head teacher = 3 ; Teacher (government) = 5 ; Teacher (volunteer) = 7 ; Director of studies=9 ; Teacher (without contract) = 11, Head teacher/ principal = 2 Senior Woman/Man = 4 Teacher (paid contract) = 6 Head of department=8 Licensed Teacher = 10 Other (specify) = 12	Full-time = 1; Part-time =2	Yes = 1; No =2
p.	16					
q.	17					
r.	18					
s.	19					
t.	20					
u.	21					
v.	22					
w.	23					
x.	24					
y.	25					
z.	26					
aa.	27					
ab.	28					
ac.	29					
ad.	30					
ae.	31					

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af.	32					
ag.	33					
		<b>3.</b>	<b>4.</b>	<b>5.</b>	<b>6.</b>	<b>7.</b>
		<b>First and last names</b>	<b>Gender</b>	<b>Position in the school</b>	<b>Full / Part time</b>	<b>Teacher Sampled</b>
			Male = 1; Female =2	Owner/ Director = 1 ; Deputy head teacher = 3 ; Teacher (government) = 5 ; Teacher (volunteer) = 7 ; Director of studies=9 ; Teacher (without contract) = 11,	Head teacher/ principal = 2 Senior Woman/Man = 4 Teacher (paid contract) = 6 Head of department=8 Licensed Teacher = 10 Other (specify) = 12	Full-time = 1; Part-time =2
ah.	34					
ai.	35					
aj.	36					
ak.	37					
al.	38					
am.	39					
an.	40					
ao.	41					
ap.	42					
aq.	43					
ar.	44					
as.	45					
at.	46					
au.	47					
av.	48					

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aw.	49					
ax.	50					

**Instructions:** If there are more than 50 teachers working at the school, the first 50 should be listed in the table above. Select 10 teachers randomly among all teaching staff listed above using the random numbers table, or select all if 10 or less teaching staff are employed (except volunteer & part-time teachers).

							(SECOND VISIT ONLY)	
	First and last names	Row number as in module 2A (Teacher ID)	Gender  (Fill without asking the question)	What was the teacher doing when you located him/ her on the <u>first visit</u> ?  Direct Observation	Reason for absence from school on <u>first visit</u> ?  Ask head teacher	What was the teacher doing when you located him/ her on the <u>second visit</u> ?  Direct Observation	Reason for absence from school on <u>second visit</u> ?  Ask head teacher	
	(Sampled teachers from module 2A) Enter teachers' names in the same order as in the table of the Staff Roster list of Module 2A	Number	Male = 1; Female =2	<i>In classroom - teaching = 1                      In classroom - not teaching = 2                      In school - not in classroom= 3                      In school- teaching outdoors=4                      Absent from school = 5</i>  <b>If 5 →Question 5</b>	<i>Not his/her shift = 1                      Sick = 2                      Maternity leave = 3                      In training = 4                      Field trip = 5                      Funeral = 6                      Other approved absence = 7                      Gone to retrieve salary =8                      On strike = 9                      Not approved Absence = 10                      Other (to specify) = 11                      Don't know = 99</i>	<i>In classroom - teaching = 1                      In classroom - not teaching = 2                      In school - not in classroom= 3                      In school- teaching outdoors=4                      Absent from school = 5</i>  <b>If 5 → Question 7</b>	<i>Not his/her shift = 1                      Sick = 2                      Maternity = 3                      In training = 4                      Other approved absence = 5                      Gone to retrieve salary =6                      On strike = 7                      Not approved Absence = 8                      Other (to specify) = 9                      Don't know = 99</i>	
	1.	2.	3.	4.	5.	6.	7.	
a.								
b.								
c.								
d.								
e.								
f.								
g.								
h.								
i.								
j.								

Please note that this module MUST NOT be completed during any of the school break times or lunch time **[For sampled teachers only]**

Module 2B: Teacher Roster (continued...)

	8.	9.	10.	11.	12.	13.	14.	15.	16.
	Position in the school	In which classes do you teach?	Do you teach maths and/ or English?	What is the highest level of education that you have completed?	What is the highest level of teacher training that you have completed?	What year did you begin teaching?	Were you born in this district?	Age	Was this information collected directly from the teacher?
	Owner/ Director = 1 Head teacher/ principal = 2 Deputy head teacher = 3 Senior Woman/Man = 4 Teacher (government) = 5 Teacher (paid contract) = 6 Teacher (volunteer) = 7 Head of department=8 Director of studies=9 Licensed teacher = 10 Teacher without contract=11 Other (specify) = 12	Number (P1-P7) Pre-school = 8 Special needs = 9  Please enter one number for each class taught, up to 4 classes	English only = 1; Maths only = 2 Both = 3 None =4	Primary complete = 1 Secondary (O-level) = 2 Secondary (A-level) = 3 Diploma/ Certificate = 4 University / Bachelor = 5 University / Master = 6 None = 7	ECD Certificate = 1 Primary 1 Certificate = 2 Grade III = 3 Diploma (Grade V) = 4 Degree in Education=5 Special needs ed. = 6 Other = 7 (specify) None = 8  (ECD = early childhood development)	Year (e.g. 1990)	Yes = 1; No =2	Number	Yes = 1; No =2
a.									
b.									
c.									
d.									
e.									
f.									
g.									
h.									
i.									
j.									

**Classroom Count (second visit)**

(To be completed in the second visit at the same time as questions 6 and 7 in the teacher roster. Please note that this module MUST NOT be completed during any of the school break times or lunch time)

17	How many classrooms does the school have?	<i>Number</i>	_ _ _
18	How many classrooms contained pupils?	<i>Number</i>	_ _ _
19	Of those classrooms, how many classrooms had pupils but no teacher present?	<i>Number</i>	_ _ _
20	How many of the classrooms are	<i>(a) Permanent</i>	_ _ _
		<i>(b) Semi-permanent (Incomplete, plastered without shutters or floor etc.)</i>	_ _ _
		<i>(c) Temporary (mud, timber, under trees etc)</i>	_ _ _

Module 1 Comments:

**Module 2a**

**Module 2b**



# UGANDA SERVICE DELIVERY INDICATORS EDUCATION SURVEY

2013

## Module E3 – Public Expenditure Tracking



# School Facility Questionnaire

## Cover Sheet

		Name(s)		Code		
1.	First Visit Enumerator			_ _ _ _ _		
2.	Second Visit Enumerator			_ _ _ _ _		
3.	District			_ _ _ _		
4.	County			_ _		
5.	Sub-County/Division/Town Council			_ _ _ _		
6.	Parish			_ _ _ _		
7.	School			_ _ _ _		
8.	School EMIS Code			_ _ _ _ _ _ _ _ _		
9.	GPS Coordinates	<i>Circle one: N / S</i>		E  _ _ °  _ _ .  _ _ _ _		
10.	Date of first visit	<i>Day/Month/Year (e.g. 15 04 13)</i>		_ _ / _ _ / _ _		
11.	Date of second visit	<i>Day/Month/Year (e.g. 15 04 13)</i>		_ _ / _ _ / _ _		
<b>Supervision</b>		<b>Result</b>		<b>Signature</b>	<b>Date</b>	
		<b>1.</b>			<b>2.</b>	
13.	<b>Questionnaire Verification</b>	Team leader	<b>a.</b>	_ _		_ _ / _ _ / _ _
		Supervisor	<b>b.</b>	_ _		
						<u>Survey results codes</u> Questionnaire completed = 1 Incomplete questionnaire = 2 School closed= 3 Refused = 4

**Module 3: Public Expenditure Tracking Survey (PETS)  
Questionnaire for Head Teacher of Primary School**

**Instructions:** This questionnaire is to be administered to the Head Teacher of every primary school which is visited for the PETS Survey. Only in exceptional cases should a substitute be interviewed instead of the head teacher (e.g., if the head teacher is on extended leave, then the acting head teacher may be interviewed).

If the respondent is the same one who was interviewed for the SDI Modules 1 and 2, then please start from Section 2 of this Module and fill in Section 1 after the interview.

<b>Section 1: Cover Sheet Information</b>			
		<b>Names</b>	<b>Codes</b>
14	Is the respondent the same as the one for the school facility questionnaire?	Yes = 1 → <b>Question 5</b> No, another respondent = 2 Same respondent with someone else = 3	__
15	Respondent Name	_____	
16	Mobile Number	Number	_ _   _ _   _ _   _ _   _ _
17	Gender of Respondent	Male =1 ; Female = 2	__
18	Position at School		__
19	Number of years in current position		_ _ _
20	Starting Time of interview	Hour : Minutes	_ _  : _ _ _

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<b>Section 2: School Financing</b>																																																															
No.	Question	Response Code(s)	Response																																																												
201	In the 2012 academic year, did this school receive a Universal Primary Education Grant (UPE) grant from the Ministry of Education and Sports (MOES)?	Yes = 1 No = 2 → Q205 Don't Know = 9 → Q205	__																																																												
202	In the 2012 academic year, how many separate UPE grant transfers were received?	[Number of times in 2012] 99= Don't Know	__ __																																																												
203	<p>For the <b>2012</b> academic year, could you list the UPE grant transfers actually received from MOEs/District? Include transfers that arrived in any form (check, direct deposit, etc.).</p> <p><b>Instruction to Enumerator:</b> Check that the number of transfers in the table matches the number of transfers reported in Q202. If the school received more than 10 transfers, list the remaining transfers on a separate page.</p> <table border="1"> <thead> <tr> <th>No.</th> <th>Date (DD/MM/YY)</th> <th>Amt. Received (UGX)  Don't Know =999</th> <th>Purpose of transfer? Earmarked = 1 Not earmarked = 2 Partially earmarked = 3 Other = 4 (specify)</th> <th>Was this transfer on time? Yes = 1 No = 2 Don't Know = 9</th> </tr> <tr> <th></th> <th>1.</th> <th>2.</th> <th>3.</th> <th>4.</th> </tr> </thead> <tbody> <tr><td>a.</td><td>___/___/___</td><td></td><td> __ </td><td> __ </td></tr> <tr><td>b.</td><td>___/___/___</td><td></td><td> __ </td><td> __ </td></tr> <tr><td>c.</td><td>___/___/___</td><td></td><td> __ </td><td> __ </td></tr> <tr><td>d.</td><td>___/___/___</td><td></td><td> __ </td><td> __ </td></tr> <tr><td>e.</td><td>___/___/___</td><td></td><td> __ </td><td> __ </td></tr> <tr><td>f.</td><td>___/___/___</td><td></td><td> __ </td><td> __ </td></tr> <tr><td>g.</td><td>___/___/___</td><td></td><td> __ </td><td> __ </td></tr> <tr><td>h.</td><td>___/___/___</td><td></td><td> __ </td><td> __ </td></tr> <tr><td>i.</td><td>___/___/___</td><td></td><td> __ </td><td> __ </td></tr> <tr><td>j.</td><td>___/___/___</td><td></td><td> __ </td><td> __ </td></tr> </tbody> </table>			No.	Date (DD/MM/YY)	Amt. Received (UGX)  Don't Know =999	Purpose of transfer? Earmarked = 1 Not earmarked = 2 Partially earmarked = 3 Other = 4 (specify)	Was this transfer on time? Yes = 1 No = 2 Don't Know = 9		1.	2.	3.	4.	a.	___/___/___		__	__	b.	___/___/___		__	__	c.	___/___/___		__	__	d.	___/___/___		__	__	e.	___/___/___		__	__	f.	___/___/___		__	__	g.	___/___/___		__	__	h.	___/___/___		__	__	i.	___/___/___		__	__	j.	___/___/___		__	__
No.	Date (DD/MM/YY)	Amt. Received (UGX)  Don't Know =999	Purpose of transfer? Earmarked = 1 Not earmarked = 2 Partially earmarked = 3 Other = 4 (specify)	Was this transfer on time? Yes = 1 No = 2 Don't Know = 9																																																											
	1.	2.	3.	4.																																																											
a.	___/___/___		__	__																																																											
b.	___/___/___		__	__																																																											
c.	___/___/___		__	__																																																											
d.	___/___/___		__	__																																																											
e.	___/___/___		__	__																																																											
f.	___/___/___		__	__																																																											
g.	___/___/___		__	__																																																											
h.	___/___/___		__	__																																																											
i.	___/___/___		__	__																																																											
j.	___/___/___		__	__																																																											
204	<p>For the <b>2013</b> academic year, has this school received any UPE grant transfers? If so, kindly fill in the following table to list the transfers received.</p>		<p>Yes = 1; No = 2 →</p> <p> __ </p>																																																												
	<table border="1"> <thead> <tr> <th>No.</th> <th>Which date was the transfer received? (DD/MM/YY)</th> <th>What was the amount received? (UGX)  Enter "999" if Don't Know</th> <th>Was this transfer on time? Yes = 1 No = 2 Don't Know = 9</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>___/___/___</td> <td> _ _ _ _ _ _ _ _ _ _ _ _ _ _ </td> <td> __ </td> </tr> <tr> <td>2</td> <td>___/___/___</td> <td> _ _ _ _ _ _ _ _ _ _ _ _ _ _ </td> <td> __ </td> </tr> <tr> <td>3</td> <td>___/___/___</td> <td> _ _ _ _ _ _ _ _ _ _ _ _ _ _ </td> <td> __ </td> </tr> </tbody> </table>			No.	Which date was the transfer received? (DD/MM/YY)	What was the amount received? (UGX)  Enter "999" if Don't Know	Was this transfer on time? Yes = 1 No = 2 Don't Know = 9	1	___/___/___	_ _ _ _ _ _ _ _ _ _ _ _ _ _	__	2	___/___/___	_ _ _ _ _ _ _ _ _ _ _ _ _ _	__	3	___/___/___	_ _ _ _ _ _ _ _ _ _ _ _ _ _	__																																												
No.	Which date was the transfer received? (DD/MM/YY)	What was the amount received? (UGX)  Enter "999" if Don't Know	Was this transfer on time? Yes = 1 No = 2 Don't Know = 9																																																												
1	___/___/___	_ _ _ _ _ _ _ _ _ _ _ _ _ _	__																																																												
2	___/___/___	_ _ _ _ _ _ _ _ _ _ _ _ _ _	__																																																												
3	___/___/___	_ _ _ _ _ _ _ _ _ _ _ _ _ _	__																																																												

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205	How much money is this school <u>entitled</u> to receive per pupil per year in the UPE grant?	[UGX]  Enter "999" if Don't Know N/A= 998	P1	
			P2	
			P3	
			P4	
			P5	
			P6	
			P7	
206	Are the UPE grants received by this school earmarked by MOE S for particular purposes?	Yes = 1 No = 2 Don't Know = 9 N/A = 8	_	
207	For the 2012 academic year, was anyone informed about the UPE grants received by this school? In particular, was this information (read all options):  Yes = 1 No = 2 N/A = 8 Don't Know = 9	a.	Provided to the SMC?	_
		b.	Provided to the PTA?	_
		c.	Available to community members upon request?	_
		d.	Posted in a public place?	_
		e.	Presented in a format such that community members can understand?	_
208	Does this school charge tuition fees?	Yes = 1 No = 2 → <b>Q211</b> DK = 9 → <b>Q211</b>	_	
209	If you have day pupils, how much did they pay per term for 2012 academic year? <b>Instruction to enumerator:</b> Exclude fees for pre-primary classes. If different primary pupils pay different amounts, please indicate the average amount paid per pupil per term.	(UGX)  (Write "999" for Don't know ) (N/A = if no day pupils)	_____	
210	If you have boarding pupils, how much did they pay per term for the 2012 academic year?	[UGX] Write "999" for Don't Know N/A = if no boarding pupils	_____	
211	Does this school charge PTA fees?	Yes = 1 No = 2 → <b>Q214</b> DK = 9 → <b>Q214</b>	_	
212	Concerning the above mentioned tuition or PTA fees, how much was paid for the following per term per <b>DAY</b> pupil in the 2012 academic year: <b>Enumerator:</b> Use same instruction note in Q209 (UGX) Write "999" for Don't Know N/A = if not part of fees paid	a.	Tuition	
		b.	Lunch	
		c.	PTA	
		d.	Examination	
		e.	Development	
		f.	Others 1(specify):____	
		g.	Others 2 (specify):____	

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		<b>h.</b>	Others 3 (specify):____	
213	Concerning the above mentioned tuition or PTA fees, how much was paid for the following per term per <b>BOARDING</b> pupil in the 2012 academic year: <b>Enumerator:</b> <i>Use same instruction note in Q210</i>  (UGX) Write "999" for Don't Know N/A = if not part of fees paid	<b>a.</b>	Tuition	
		<b>b.</b>	Lunch	
		<b>c.</b>	<b>PTA</b>	
		<b>d.</b>	Examination	
		<b>e.</b>	Development	
		<b>f.</b>	Others 1(specify):____	
		<b>g.</b>	Others 2 (specify):____	
		<b>h.</b>	Others 3 (specify):____	
214	Who gives the final approval for the level of school or PTA fees?	<b>LIST ONLY ONE RESPONSE:</b> 1) SMC, including Principal/Head Teacher/Directors 2) SMC, not including Principal/Head Teacher 3) Principal/Head teacher alone 4) Parent-Teacher Association (PTA) approved by District Education/City/Municipal Office 5) Other (specify): _____		__



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218	Do you regularly encounter any other challenges in receiving funds from MOES?		Yes = 1 No = 2 → Q220 N/A = 8 → Q220	_	
219	What challenges have you encountered in the past 12 months? <i>(List all that apply)</i>	Received less than expected = 1 Received more than expected = 2 Earmarking / Constraints on how funds are spent = 3 Problem withdrawing/ accessing funds = 4 Received funds too late to be able to spend them by end of academic year = 5 Other (specify) = 6		_   _   _   _	
220	In-kind/ Non-cash donations: For each item listed below, please indicate whether and from whom the school received these items in the 2012 academic year:				
Item		Did you receive this item from any source in the 2012 academic year? Yes = 1 No = 2 → Next DK = 9 → Next	If so, from which source(s) (list up to 3)  [see codes below on the next page]	What was the quantity Received  [number]	Estimated value of all of these items  [UGX]
		<b>1.</b>	<b>2.</b>	<b>3.</b>	<b>4.</b>
a) Desks					
b) Books					
c) Boxes of Paper/ Notebooks					
d) Boxes of Pens/ Pencils/ Writing implements					
e) Boxes of Chalk					
f) Sponges					
g) Blackboards or chalkboards					
h) Electronic equipment of any kind					
i) Sports equipment					
j) Instructional kits or materials (e.g., science kit)					

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	Did you receive this item from any source in the 2012 academic year? Yes = 1 No = 2 → Next DK = 9 → Next	If so, from which source(s) (list up to 3)  [see codes below on the next page]	What was the quantity Received  [number]	Estimated value of all of these items  [UGX]
	1.	2.	3.	4.
k) Maps/Posters/Instructional materials for walls				
l) Uniforms				
m) Food (for student meals)				
n) Food (for students to take home)				
o) Sanitary Towels				
p) Pupil Chairs				
q) Teacher Chairs/Tables				
r) Other (specify)				

**Source Codes:**

1) MoES	5) Private donors(Ugandan)
2) Other GoU Ministries, Departments and Agencies	6) Private donors (international inc. UN)
3) District	7) Donated by PTA Executive
4) Foundation bodies	8) Donated by parent(s)
	9) SMCs
	10) Other (specify)

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<b>Section 3: School Expenditures</b>			
No.	Question	Response Code(s)	Response
301	What was the total annual planned budget for the 2012 academic year?	<b>[UGX]</b> If school does not have a planned annual budget, write "998" and skip to 305. <i>Write "999" if Respondent doesn't know</i>	_ _ _ _ _ _ _ _ _
302	Who has the primary responsibility for developing the operating budget of the school?	<i>List only one response:</i> 1) SMC 2) Head teacher alone 3) Parent-Teacher Association 4) No one specific 5) Other (specify): _____	_
303	Who gives the final approval for the annual operating budget of the school?	<i>List only one response:</i> 1) SMC 2) Head teacher alone 3) Parent-Teacher Association 4) No one specific 5) Other (specify): _____	_
304	In the 2012 academic year, was the operating budget:  Yes = 1 No = 2 N/A = 8 Don't Know = 9	a)	Provided to the SMC?  _
		b)	Provided to the PTA?  _
		c)	Available to community members upon request?  _
		d)	Posted in a public place?  _
		e)	Presented in a format such that community members can understand?  _
305	In 2012, who gave the final approval in deciding how to allocate discretionary funds/unearmarked? By discretionary, I mean funds that were not tied to any line item in the budget by an external source.  <b>Enumerator:</b> Cross-check response with that of Q217.	<i>List only one response:</i> 1) School does not have any discretionary funds 2) SMC 3) Head teacher/ Principal alone 4) Parent-Teacher Association 5) No one specific 6) Other (specify): _____	_

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306	<p>In the 2012 academic year, which of the following expenses were paid for by this school?  <b>Instructions to Enumerator:</b> Include only the amount spent <u>by the school</u> on the item. Write "0" in Column (a) if no money was spent on an item and move on to the next item. Write "999" for don't know and move onto next item.</p>			
	<p>Item</p>	<p>a) Amount spent [UGX]  If zero, → <b>Next</b>  If Don't Know, write "999" and skip to next item</p>	<p>b) Amount budgeted [UGX]  If zero, skip to next item.  If Don't Know, write "999" and skip to next item</p>	<p><b>c) Enumerator:</b> Did you see the record, or was this amount estimated by the respondent? Reviewed records = 1 Estimated by Respondent = 2 Other (Specify) = 3</p>
		<b>1.</b>	<b>2.</b>	<b>3.</b>
a.	Teacher Salaries			__
b.	Other expenditures on teachers (e.g., training, allowances, bonuses)			__
c.	Instructional materials, including books, writing paper and implements, chalk, etc.			__
d.	Desks and furniture			__
e.	Construction, Maintenance & repairs (including cleaning, gardening, school grounds)			__
f.	School lunch for pupils			__
g.	Non-teaching staff (incl. Janitorial and Security services)			__
h.	Co-curriculum activities			__
i.	Other specify			__
307	What was the total amount of teachers' salaries in 2012 as per payroll?	(UGX) Write "999" if respondent does not know	_____	
308	Who has responsibility for purchasing instructional materials (including books) for the school?	<p><b>List one response only:</b>            1) Head teacher alone            2) SMC alone            3) SMC and teacher(s)            4) SMC, teachers, and parents            5) Directors/Proprietors            6) Head of Department            7) School Finance Committee            8) MoES            9) Other            (specify): _____</p>	__	
309	When purchasing instructional materials (including books), is the school required to obtain quotes from more than 1 supplier?	Yes = 1 No = 2 Don't Know = 9	__	

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310	Who pays non-teachers' salaries?	List all that apply: School = 1 MOES = 2 PTA and/or parents = 3 Other (specify) = 4: _____ If no non-teachers at this school = 8	_  /  _  /  _
311	What is your basic gross monthly salary, as the head teacher at this school? <i>Note to enumerator: If someone other than the head teacher is being interviewed, ask about the salary of the head teacher.</i>	[UGX] Write "999" if respondent doesn't know.	_ _ _ _ _ _ _ _ _
312	What is the total amount of monthly allowances (incl. housing allowance, free meals, etc.) received by you, as the head teacher at this school?  [Include the value of any in-kind payments] <i>Note to enumerator: If someone other than the head teacher is being interviewed, ask about the allowance of the head teacher.</i>	[UGX] Write "999" if respondent doesn't know.	_ _ _ _ _ _ _ _ _
313	Do you and/or other teachers regularly encounter delays in receiving your salary or monthly allowances?	Yes, almost every time = 1 Frequently, but not always = 2 Infrequently = 3 Never = 4 Don't Know = 9	_
314	Was there any unused balance in the school bank account(s) left over from the 2012 academic year?	Yes = 1 No = 2 → <b>Section 4</b> Don't Know = 9 → <b>Section 4</b>	_
315	What happened to the unused balance?	1) Remained with school for use in subsequent year 2) Sent back to MOES HQ 3) Spent on other uses 4) Other (specify)	_

**Section 4: Accessibility and School Facilities**

No.	Question	Response Code(s)	Response
401	Is this school located next to a tarmac road?	Yes = 1 → <b>Q403</b> No = 2	_
402	Is this school accessible by foot only?	1= Yes 2= No, accessible by other means	_
403	How is lunch provided for the pupils? <b>(list all that apply)</b>	1) Lunch provided by school as part of fees paid 2) Lunch provided by donor or other source 3) Pupils bring their own food and eat at school or bring cash to pay for lunch 4) Pupils are sent home for lunch and then come back 5) School day ends before lunch time 6) No lunch provided → <b>Q405</b> 7) Other (specify): _____	_   _   _   _   _   _   _
404	If lunch is provided, is it free for all pupils?	1) No free lunch provided 2) Yes, free lunch for all pupils 3) No, free lunch only for targeted pupils	_

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405	Is lunch provided to teachers?	Yes = 1 No → Q407	__
406	If so, how is lunch provided to teachers? <b>(list all that apply)</b>	1) Teachers contribute to a pool 2) PTA funds/school 3) Using school gardens 4) Teachers' pay 5) Other (specify): _____	__   __   __

**Section 5: Monitoring and Reporting**

No.	Question	Response Code(s)	Response (Multiple responses allowed)
501	Who is responsible for monitoring the school's use of funds? <b>(list all that apply)</b>	1) MOES HQ 2) Local government (district) 3) Local Government (Sub-County) 4) DEOs 5) SMC and/or head teacher 6) Foundation Body 7) NGOs 8) Pupils 9) No monitoring done 10) Directors/Proprietors 11) Other (specify)	__   __   __   __   __
502	For each of the following, please indicate whether you regularly report on this data to the DEO and/or MOES. By regularly, I mean at least once per year. If so, please indicate how frequently this information is reported to the DEO and/or MOES.		
	<b>List one response only:</b> 1) Information not reported 2) Information submitted once per month 3) Information submitted once per term 4) Information once per academic year 5) Information is reported, but do not know how often it is submitted 6) Don't know whether or not information is reported to DEO or MoES	a. Number of pupils enrolled b. Number of boy and girl pupils enrolled c. Number of pupils who drop out d. Number of pupils from poor families/receiving bursaries e. Number of pupils completing primary school each year f. Number of pupils going on to secondary school each year	__   __   __   __   __   __
503	At the end of the 2012 academic year, how many pupils passed Primary 7 exams?	[Number of pupils] Write "999" if Don't Know	
504	In 2012, how many official visits did this school have from the following outside officials or organizations:  [Number of visits] 99= Don't Know	a. DEO/MoES/DIS b. CCT c. MoES HQ d. Auditors (on behalf of GoU) e. Sub-county/Ward/Division administrators f. Councilors (LC3) g. Donors (local or international) h. Members of Parliament	

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505	<p>Through which of the following mechanisms does the school receive feedback and/or complaints from parents, stakeholders, teachers, community members, or any other source?</p> <p>Yes = 1 No = 2 N/A = 8 Don't Know = 9</p>	<p><b>a.</b></p> <p><b>b.</b></p> <p><b>c.</b></p> <p><b>d.</b></p> <p><b>e.</b></p> <p><b>f.</b></p> <p><b>g.</b></p> <p><b>h.</b></p> <p><b>i.</b></p> <p><b>j.</b></p> <p><b>k.</b></p> <p><b>l.</b></p> <p><b>m.</b></p> <p><b>n.</b></p>	<p>Word of mouth (directly)</p> <p>Word of mouth (via MP)</p> <p>Word of mouth (via DEO or MOES)</p> <p>Word of mouth (via PTA or SMC)</p> <p>Word of mouth (via other source)</p> <p>Direct letters from stakeholders</p> <p>Public forums, barazas, and meetings</p> <p>SMC meetings (open to public)</p> <p>PTA meetings (open to public)</p> <p>Local leaders (district council)</p> <p>Foundation bodies</p> <p>NGOs</p> <p>Heads of Department</p> <p>Other (specify): _____</p>	<p> __ </p>
506	<p>From which of the following sources did you receive feedback and/or complaints during the 2012 academic year?</p> <p>Yes = 1 No = 2 N/A = 8 Don't Know = 9</p>	<p><b>a.</b></p> <p><b>b.</b></p> <p><b>c.</b></p> <p><b>d.</b></p> <p><b>e.</b></p> <p><b>f.</b></p> <p><b>g.</b></p> <p><b>h.</b></p> <p><b>i.</b></p>	<p>Primary school pupils and/or their parents</p> <p>PTA</p> <p>SMC members</p> <p>Teachers, principals, school personnel</p> <p>Community members</p> <p>GoU or local officials (e.g. MP, chiefs)</p> <p>MoES officials (DEO, etc.)</p> <p>NGOs, CBOs, other community organizations</p> <p>Other (specify): _____</p>	<p> __ </p>
507	<p>What were the 3 most common complaints received during the 2012 academic year?</p>	<p>1) No complaints received in 2012</p> <p><b>Or, List up to 3 complaints:</b></p> <p>2) Use of school funds</p> <p>3) Level of school, lunch and other fees</p> <p>4) Lack of materials/ poor infrastructure</p> <p>5) Teacher attendance/absenteeism</p> <p>6) Quality of instruction</p> <p>7) Discipline of children</p> <p>8) Poor Head Teacher and Teacher relations</p> <p>9) Poor Head Teacher and Parent relations</p> <p>10) Attendance/absenteeism of pupils</p> <p>11) Politicians interfering in school activities</p> <p>12) School facilities are too old</p> <p>13) Teacher accommodation</p> <p>14) Other (specify)</p>	<p> __ __ </p> <p> __ __ </p> <p> __ __ </p>	

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<b>Section 6. Quality of Records</b> (To be completed by enumerator after the rest of the interview has been conducted.)			
601	Were you able to confirm that the school keeps detailed records of funds received from MoES?	1=Yes 2=No	_
602	Were you able to confirm that the school keeps detailed records of funds received from other sources?	1=Yes 2=No	_
603	Were you able to confirm that the school keeps keep detailed records or receipts from its spending?	1=Yes 2=No	_
604	Did the records kept at this school enable you to answer the questions in Section 2 (School Financing) confidently and accurately?	1=Completely confidently and accurately 2=Figures may be approximate, but generally I am quite confident 3=There may be some holes in the records which compromise the figures' accuracy 4=Not confident of the accuracy of figures: specify problems with providing the requested data in the space below	_
605	If you answered "4" to question 604, specify problems with records:		
606	<b>Enumerator:</b> Please rate the level of cooperation received from the respondent in responding to questions about school finances and expenditures.	1= Very cooperative 2= Moderately cooperative 3= Somewhat uncooperative 4= Very uncooperative	_

**ENUMERATOR READS:** Thank you very much for your time and cooperation

Enumerator: Please record the time below

607	Ending Time of interview	<i>Hour : Minutes</i>	_ _ : _ _
-----	--------------------------	-----------------------	-----------



# UGANDA SERVICE DELIVERY INDICATORS EDUCATION SURVEY

**2013**

## **Modules E4 – Classroom Observation**



## Cover Sheet Information

**ENUMERATOR NOTE: PLEASE WRITE ALL RESPONSES CLEARLY USING CAPITAL LETTERS ONLY!**

		Name(s)		Code	
1.	Enumerator			_ _ _ _	
2.	District			_ _ _ _	
3.	County/Municipality			_ _ _ _	
4.	Sub-County/Division/Town Council			_ _ _ _	
5.	Parish			_ _ _ _	
6.	School			_ _ _ _	
7.	Primary Level			_	
8.	Subject	<i>Mathematics = 1; English = 2</i>		_ _	
9.	Scheduled class time	<i>Time in 24 hr. format (e.g. 1130 to 1215)</i>		_ _ _ : _ _ _  to  _ _ _ : _ _ _	
10.	Date	<i>Day/Month/Year (e.g. 15 04 13)</i>		_ _ _ / _ _ _ / _ _ _	
11.	Teacher Name	<i>Official first, middle and last names</i>		_____	
12.	Teacher ID	<i>(row number from 2A)</i>		_ _ _	
13.	<b>Supervision</b>	<b>Result</b>	<b>Signature</b>	<b>Date</b> <i>Day/Month/Year (e.g. 15 04 12)</i>	<b>Result codes</b>
	Verification	Team leader	_	_ _ / _ _ / _ _ _	Module completed = 1 Module incomplete = 2
		Supervisor	_	_ _ / _ _ / _ _ _	

## Module 4A: Time on Task

I am researcher. We are conducting a survey to learn about education in Uganda. I would like to observe the activities in the class for a few minutes if you don't mind. I will sit at the back of the class. Please conduct the lesson as you would normally and ignore my presence. But I would like to request that when you have completed your lesson, you ask the students to remain in their seats so I can ask them a few quick questions.

Note: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

If enumerator arrived late, how many minutes late?			(ask teacher when the lesson started if you arrive late – start recording the same number of minutes afterwards)
--	--	--	--

**Instructions:** For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

Teacher's Activity (minutes)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Count
<b>(1) Teacher in class - teaching</b>																															
(1a) Teacher interacts w ith all children as a group																															
(1b) Teacher interacts w ith a small group of children																															
(1c) Teacher interacts w ith children one on one																															
(1d) Teacher reads or lectures to the pupils (pupils only listen)																															
(1e) Teacher supervises pupil(s) w riting on the board																															
(1f) Teacher leads kinesthetic group learning activity																															
(1g) Teacher w riting on blackboard																															
(1h) Teacher listening to pupils recite/ read																															
(1i) Teacher w aiting for pupils to complete task																															
(1j) Teacher testing students in class																															
(1k) Teacher maintaining discipline in class																															
(1l) Teacher doing paperw ork																															
<b>(2) Teacher in class - not teaching</b>																															
<b>(3) Teacher not in class – learning activity ongoing</b>																															
<b>(4) Teacher not in class – no learning activity ongoing</b>																															
<b>(5) Break</b>																															
Number of pupils off task (every 5 mins)																															
<b>(6) Class ended</b>																															
<i>Comments:</i>																															

## Module 4A: Time on Task (continued)

Note: If the teacher is in class and not teaching indicate so in this module (Module 4A) and skip all questions in Module 4C because they are not applicable.

**Instructions:** For each minute, record what is happening at that instant. It is intended to be a snapshot of what is happening and not what took place over the one minute interval. Options (1), (2), (3), (4), (5), and (6) are mutually exclusive: only one of them should be chosen. If option (1) is chosen, at least one of (1a) through (1l) should also be indicated.

Teacher's Activity (minutes)	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	Count	
<b>(1) Teacher in class - teaching</b>																																
(1a) Teacher interacts with all children as a group																																
(1b) Teacher interacts with a small group of children																																
(1c) Teacher interacts with children one on one																																
(1d) Teacher reads or lectures to the pupils (pupils only listen)																																
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(1h) Teacher listening to pupils recite/ read																																
(1i) Teacher waiting for pupils to complete task																																
(1j) Teacher testing students in class																																
(1k) Teacher maintaining discipline in class																																
(1l) Teacher doing paperwork																																
<b>(2) Teacher in class - not teaching</b>																																
<b>(3) Teacher not in class – learning activity ongoing</b>																																
<b>(4) Teacher not in class – no learning activity ongoing</b>																																
<b>(5) Break</b>																																
Number of pupils off task (every 5 mins)																																
<b>(6) Class ended</b>																																
<i>Comments:</i>																																

## Module 4B: Classroom Environment

1.	How many pupils are in the room?	Number	□□□□□□
2.	How many boys? <i>(N/A if girls school)</i>	Number	□□□□□□
3.	How many girls? <i>(N/A if boys school)</i>	Number	□□□□□□
4.	Is there a "library corner" in the class or additional available books for pupils?	Yes = 1; No = 2	□□
5.	Is there a blackboard or white board in the class?	Yes = 1; No = 2	□□
6.	Is there chalk to write on the blackboard available during the lesson?	Yes = 1; No = 2	□□
7.	Does the classroom have a working electricity connection (e.g. electric light)?	Yes = 1; No = 2	□□
8.	Was children's work displayed on the walls?	Yes = 1; No = 2	□□
9.	Other than children's work, were there other materials like charts displayed on the walls?	Yes = 1; No = 2	□□
10.	How would you classify the hygiene in the classroom?	<i>Extremely clean and well maintained = 1 Reasonably clean and maintained = 2 Not very clean or maintained = 3</i>	□□
11.	Does the blackboard have sufficient contrast for reading what is written on the board? <i>(read chalk writing on the board from the back of the classroom)</i>	Yes = 1; No = 2	□□
12.	Is there sufficient light for reading text from the front of the classroom? <i>(place printed text on the blackboard to assess visibility)</i>	Yes = 1; No = 2	□□
13.	Is there sufficient light for reading text from the back of the classroom? <i>(place printed text on the blackboard to assess visibility)</i>	Yes = 1; No = 2	□□
14.	Lux measure at the chalkboard.	Number	□□□□□□
15.	How many pupils in the class have Math textbooks <i>(N/A if an English Lesson)</i>	Number <i>(ask pupils to hold books up)</i>	□□□□□□
16.	How many pupils in the class have English textbooks <i>(N/A is a Math Lesson)</i>	Number <i>(ask pupils to hold books up)</i>	□□□□□□
17.	How many pupils in the class have a pencil or pen?	Number <i>(ask pupils to hold pencils or pens up)</i>	□□□□□□
18.	How many pupils in the class have an exercise book	Number <i>(ask pupils to hold exercise books up)</i>	□□□□□□

## Module 4C: Teaching

<b>Using of teaching aids during the lesson</b>			
19.	The text book was used by the teacher	Yes = 1; No = 2	_ _
20.	How many children used/shared a text book?	Number	_   _
21.	The black board was written on by the teacher?	Yes = 1; No = 2	_ _
22.	The black board was written on by the children?	Yes = 1 ; No = 2 → <b>Question 24</b>	_ _
23.	How many children wrote on the blackboard?	Number	_   _
24.	How many children used paper (or exercise book) and pencil?	Number	_   _
25.	The teacher used local materials/information to make learning relevant.	Yes = 1; No = 2	_ _
<b>Teacher demeanor: What did the teacher do?</b>			
26.	Teacher sitting or standing in front of the class?	Yes = 1; No = 2	_ _
27.	Teacher going to individual children?	Yes = 1; No = 2 → <b>Question 29</b>	_ _
28.	How many children did the teacher visit individually?	Number	_   _
29.	Teacher calling children by name while teaching?	Yes = 1; No = 2 → <b>Question 31</b>	_ _
30.	How many children did the teacher call by name?	Number	_   _
31.	Teacher smiling, laughing or joking with children?	Yes = 1; No = 2	_ _
32.	Teacher hitting, pinching or slapping a child?	Yes = 1; No = 2	_ _

<b><u>Teacher asking questions</u></b>			
33.	The teacher asked questions that required learners to recall information.	Yes = 1; No = 2	<input type="checkbox"/>
34.	The teacher asked learners to carry out a task which allowed them to demonstrate their understanding of what they had learned during the lesson.	Yes = 1; No = 2	<input type="checkbox"/>
35.	The teacher asked questions that required learners to apply information to new topics	Yes = 1; No = 2	<input type="checkbox"/>
36.	The teacher asked questions which required learners to use their creativity and imagination?	Yes = 1; No = 2	<input type="checkbox"/>
<b><u>Feedback</u></b>			
37.	Teacher gave feedback or praise, moral strengthening and/or encouragement	Never = 1 ; Once = 2. More than once = 3	<input type="checkbox"/>
38.	Teacher gave feedback that was correcting a mistake	Never = 1 ; Once = 2. More than once = 3	<input type="checkbox"/>
39.	Teacher gave feedback that was scolding at a mistake	Never = 1 ; Once = 2. More than once = 3	<input type="checkbox"/>
<b><u>Introducing and summarizing the lesson</u></b>			
40.	Did the teacher introduce the lesson at the start of the class?	Yes = 1; No = 2; Don't know = 3	<input type="checkbox"/>
41.	Did the teacher summarize the lesson at the end of the class?	Yes = 1; No = 2 Don't know = 3	<input type="checkbox"/>
<b><u>Homework</u></b>			
42.	Did the teacher assign homework to the class?	Yes = 1; No = 2 Don't know = 3	<input type="checkbox"/>
43.	Did the teacher review or collect homework from the class?	Yes = 1; No = 2 Don't know = 3	<input type="checkbox"/>
<b><u>Language</u></b>			
44.	Did the teacher use the local language as a medium of instruction? (language other than English)	Yes = 1; No = 2	<input type="checkbox"/>

## Module 4D: Questions for Teacher

Thank you for allowing me to observe your class. I just have a few brief questions that I would like to ask you. They will only take a few minutes.

Question #			
45.	Did you keep official attendance register for pupils? <i>(select yes only if observed)</i>	Yes = 1; No = 2	<input type="checkbox"/>
46.	How many pupils are registered in this class currently? <i>(refer to attendance record if available)</i>	Number	<input type="text"/>
47.	How many pupils are absent from this class? <i>(refer to attendance record if available)</i>	Number	<input type="text"/>
48.	Do you have a scheme of work? <i>(select yes only if observed)</i>	Yes = 1; No = 2	<input type="checkbox"/>
49.	Do you have a lesson plan for this lesson? <i>(select yes only if observed)</i>	Yes = 1; No = 2	<input type="checkbox"/>
50.	<b>Enumerator:</b> Ask to see the previous day's lesson plan and check whether the self-evaluation has been completed.	Yes = 1; No = 2; Don't know = 3	<input type="checkbox"/>
51.	Do you have up-to-date pupil assessment records? <i>(select yes only if observed)</i>	Yes = 1; No = 2	<input type="checkbox"/>

Teacher characteristics			
52.	Age	Number	□□
53.	Gender	Male = 1; Female =2	□□
54.	Position in the school	Owner/ Director = 1 ; Deputy head teacher = 3 ; Teacher (government) = 5 ; Teacher (volunteer) = 7 ; Director of studies=9 ; Teacher without contract=11 ; Head teacher/ principal = 2 Senior woman/man = 4 Teacher (paid contract) = 6 Head of Department=8 Licensed teacher = 10 Other (specify) = 12	□□
55.	What year did you begin teaching?	Year (e.g. 1990)	□□□□
56.	Highest level of education completed?	Primary complete = 1 O-level = 2 A-level = 3 University degree, bachelor = 4 University degree, master = 5 None = 8	□□
57.	Highest level of teacher training?	Early Childhood Development Certificate = 1 Untrained=2 Grade III Teacher=3 Grade V Teacher=4Diploma in teaching = 4 Degree/ Bachelor of Education=5 Special needs education = 6 Other = 7 (specify) None = 8	□

Module 4 Comments:



of the  
Four

	1.	2.	3.
	First and last names	Row number in Grade 4 Daily Attendance Sheet	Gender  (Fill without asking the question)
Student Code	<ul style="list-style-type: none"> <li>Sampled students from Grade 4 Daily Attendance Sheet</li> <li>Enter pupils' names in the same order as in the table of the Staff Roster list of Module 2A</li> </ul>	Number	Male = 1; Female =2
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

**Module 4E: Roster  
Ten Randomly  
Sampled Primary  
Pupils**

## **Masked content follows.**

The Tanzania 2014 questionnaire, which is the reference is presented here to show the example content.

## **Information masquée suit.**

Le questionnaire Tanzanie 2014, qui est la référence est présenté ci-après pour donner un aperçu du contenu.



## TANZANIA SERVICE DELIVERY INDICATORS EDUCATION SURVEY

2014

### Module 5a – Pupil Assessment- Enumerator Booklet MASKED QUESTIONS

In order to preserve the confidentiality of the test items, this version of the questionnaire masks specific letters/words/numbers that would reveal the content of the questions.

(Each letter/number has been replaced with a ?)

## Pupil Assessment-Enumerator Booklet Cover Sheet Information

**QUESTIONS 1 – 4 TO BE COMPLETED BEFORE INTERVIEW**  
**ENUMERATOR NOTE: PLEASE WRITE ALL RESPONSES CLEARLY USING CAPITAL LETTERS ONLY!**

		Name(s)		Code	
1.	Enumerator			_ _ _ _ _ _ _	
3.	School Name & Survey Code			_ _ _ _ _ _ _	
4.	School EMIS Code/Registration Number	<i>Official code used by MoE</i>		_ _ _ _ _ _ _	
5.	Date	<i>Day/Month/Year (e.g. 15/04/13)</i>		_ _ _ _ / _ _ _ _ / _ _ _ _	
6.	Number of Pupils Assessed in English	<i>Number</i>		_ _ _ _ _	
6a	Number of Pupils Assessed in Kiswahili	<i>Number</i>		_ _ _ _	
7.	Were the pupils assessed selected from the classroom observed in Module 4?	1 = Yes, All 2 = Yes, Some 3 = No		_ _	
8.	Teacher Name & ID <i>(row number from Module 2A)</i>			_ _ _ _ _ _ _	
9.	<b>Supervision</b>	<b>Result</b>	<b>Signature</b>	<b>Date</b> <i>Day/Month/Year (e.g. 15/04/12)</i>	<b>Result codes</b>
	Verification	Team Leader	_ _	_ _ _ _ / _ _ _ _ / _ _ _ _	1 = Module completed 2 = Module incomplete
		Supervisor	_ _	_ _ _ _ / _ _ _ _ / _ _ _ _	
		Data Entrant	_ _	_ _ _ _ / _ _ _ _ / _ _ _ _	

### Module 5: Pupil Assessment

#### Pupil Assessment

Please note pupil's details below:

CODE	Pupil's First Name ONLY	Age	Sex 1= Boy 2=Girl	What is your mother tongue? (i.e., what language do you speak at home?) <b>Code Lang.</b> 01 = English 02 = Kiswahili 03 = Kinyakyusa 04 = Kichaga 05 = Kihaya 06 = Kingoni 07 = Kimakonde 08 = Kipare 09 = Klhehe 10 = Kinyamwezi 11 = Kimasai 12 = Kisukuma 13 = Kiluguru 14 = Kigogo 15 = Kikurya 99 = Other (specify in comments)	Did you have breakfast this morning?  1= Yes, At Home  2 = Yes, At School  3 = No → Q8a	If yes, what did you have for breakfast this morning? (respond to each choice)										
						1= Yes 2= No	Bread, pancake, cake or doughnut (e.g. chapati, mandazi)	Ugali	Rice	Cassava, sweet potato or yams	Beans	Fruit/vegetable	Eggs	Meat, chicken, or fish	Milk, yogurt, porridge	Tea, coffee, or chocolate
1	2	3	4	5	6	7a	7b	7c	7d	7e	7f	7g	7h	7i	7j	7k
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please note the pupil's details below:

P U P I L  C O D E	What is the name of your English/ <b>Kiswahili</b> teacher THIS YEAR? (Official first, middle and last name)		What is the name of your <u>Math</u> teacher of THIS YEAR? (Official first, middle and last name)		Were you in this school last year?
	NAME 8a	CODE from Module 2A 8b	NAME 9a	CODE from Module 2A 9b	1 = Yes 2 = No→13 10

Please note the pupil's details below:

P U P I L  C O D E	What is the name of your <u>English/Kiswahili</u> teacher LAST YEAR? (Official first, middle and last name)		What was the name of your <u>Math</u> teacher of LAST YEAR? (Official first, middle and last name)		Do you agree to participate in this exercise?	Enumerator: <i>Please record here the time the pupil started the test</i>	Enumerator: <i>Please record here the time the pupil finished the test</i>
	NAME 11a	CODE from Module 2A 11b	NAME 12a	CODE from Module 2A 12b	1 = Yes 2 = No 13	HH:MM 14	HH:MM 15
						:	:
						:	:
						:	:
						:	:
						:	:
						:	:
						:	:
						:	:
						:	:
						:	:

**INSTRUCTIONS FOR ENUMERATOR:**

You will administer the assessment verbally to the pupils one at a time. You should read the INSTRUCTIONS PRINTED IN BOLD to the pupil, but DO NOT HELP THEM to answer the question. You should read from this assessment sheet. The pupil will either give their answers orally or write their answers in their pupil booklet.

There are three sections: **ENGLISH/KISWAHILI, MATHEMATICS** and **NON-VERBAL REASONING**. The pupil has twenty-five (**25**) minutes to complete the assessment: **10 minutes** for the English/Kiswahili section, **10 minutes** for the Mathematics section, and **5 minutes** for the Non-verbal Reasoning section.

If the pupil hasn't completed the English/Kiswahili section after 10 minutes, then move on to the Mathematics section. Similarly, if the pupil hasn't completed the Mathematics section after 10 minutes, then move on to the Non-Verbal Reasoning section. For the written component of the Mathematics section, inform the pupil that he/she can answer questions in any order they want.

You should speak in the language most easily understood by the pupil. The pupil has to speak **in English** in the **ENGLISH** section of the assessment but can speak in any language in the other parts of the assessment.

Before you begin the assessment, explain to the pupil what is about to happen. Please read the following introduction:

"HELLO MY NAME IS \_\_\_\_\_. WHAT'S YOUR NAME? I'M HERE TO FIND OUT ABOUT THE THINGS YOU ARE LEARNING AT SCHOOL, SO THANK YOU VERY MUCH FOR HELPING ME WITH THAT. WE'LL SPEND 25 MINUTES TRYING TO FIGURE OUT THE ANSWERS TO SOME QUESTIONS TOGETHER. THERE ARE A FEW QUESTIONS IN ENGLISH. FOR MOST OF THE QUESTIONS YOU CAN JUST TELL ME THE ANSWERS IN ENGLISH. FOR SOME QUESTIONS, I'LL ASK YOU TO WRITE DOWN THE ANSWER ON THIS ANSWER SHEET HERE. THERE ARE ALSO A FEW QUESTIONS IN MATHEMATICS AND A PICTURE PUZZLE. YOU CAN ANSWER THESE QUESTIONS IN ANY LANGUAGE YOU LIKE. FOR MOST OF THEM I'LL ASK YOU TO WRITE DOWN THE NUMBERS ON YOUR PUPIL BOOKLET HERE. CAN WE BEGIN?"

Please note the pupils' answers below:

P U P I L  C O D E	Has this pupil been selected to take the English or Kiswahili assessment?	<i>Instruction: Ask the pupil to identify three letters correctly. For example, ask:</i>  "Can you show me the letter '?', please?"	<i>Instruction: Ask the pupil to identify three words correctly. For example, ask:</i>  "Can you show me the word '?????', please?"	<i>Instruction: Point at the first picture and ask the pupil:</i>  "What is this?"	<i>Instructions: Ask the pupil:</i>  "Please read this sentence."	<i>Instructions: Ask the pupil:</i>  "Read the passage out loud and then answer the questions below it"	
	1= English 2 = Kiswahili  If 2 → Kiswahili Assessment  (Enumerator Note: Verify in Module 4E)	Repeat this three (3) times picking 1 capital letter and 2 lower case letters from the square.  Record the number of letters correctly identified in the box.	Repeat this three (3) times picking different words from the square.  Record the number of words correctly identified in the box.	Repeat for all the other pictures.  Record the number of pictures correctly named.	Count how many words read correctly, add them up and record the total in the box below.  (Enumerator Note: See last page for tally chart)	Time how long it takes the pupil to read the passage.  Make a tick under each word read correctly, add them up and record the total in the box below.  (Enumerator Note: See last page for tally chart)	Note how long it took the pupil to read the passage by using a watch or stop-clock
ID	0	1	2	3	4	5a	5b
	□	□	□	□	□	□ □	__minutes __seconds
	□	□	□	□	□	□ □	__minutes __seconds
	□	□	□	□	□	□ □	__minutes __seconds
	□	□	□	□	□	□ □	__minutes __seconds
	□	□	□	□	□	□ □	__minutes __seconds
	□	□	□	□	□	□ □	__minutes __seconds
	□	□	□	□	□	□ □	__minutes __seconds
	□	□	□	□	□	□ □	__minutes __seconds
	□	□	□	□	□	□ □	__minutes __seconds
	□	□	□	□	□	□ □	__minutes __seconds

<b>P U P I L  C O D E</b>	<b>Instructions: Ask the pupil:</b> “Please read these questions and write the answers in the spaces provided”  The children should read the instructions themselves and answer the questions in writing. (You should NOT read the questions for him/her.)  You should record the scores for this part of the assessment after the pupils have completed the assessment.  1 = Correct 0 = Incorrect -4 = Did not attempt			<b>A1. KISWAHILI</b>	<b>Instruction: Ask the pupil to identify three letters correctly. For example, ask:</b>  “Can you show me the letter ‘?’, please?”  Repeat this three (3) times picking <u>1 capital letter and 2 lower case letters</u> from the square.  Record the number of letters correctly identified in the box.	<b>Instruction: Ask the pupil to identify three words correctly. For example, ask:</b>  “Can you show me the word ‘????’, please?”  Repeat this three (3) times picking different words from the square.  Record the number of words correctly identified in the box.	<b>Instruction: Point at the first picture and ask the pupil:</b>  “What is this?”  Repeat for all the other pictures.  Record the number of pictures correctly named.	<b>Instructions: Ask the pupil:</b>  “Please read this sentence.”  Count how many words read correctly, add them up and record the total in the box below.  (See last page for tally chart)	
	ID	6a	6b		6c	1	2	3	4
		□	□		□	□	□	□	□
		□	□		□	□	□	□	□
		□	□		□	□	□	□	□
		□	□		□	□	□	□	□
		□	□		□	□	□	□	□
		□	□		□	□	□	□	□
		□	□		□	□	□	□	□
		□	□		□	□	□	□	□
		□	□		□	□	□	□	□
		□	□		□	□	□	□	□

P U P I L	<b>Instructions: Ask the pupil:</b>  "Read the passage out loud and then answer the questions below it"		<b>Instructions: Ask the pupil:</b>  "Please read these questions and write the answers in the spaces provided"			B. MATHEMATICS	<b>Instruction: Ask the pupil to identify three numbers correctly. For example, ask:</b>  "Can you show me the number '??', please?"		<b>Instruction: Ask the pupil:</b>  "Write down the numbers in this list in order from smallest to largest."	
	C O D E	Time how long it takes the pupil to read the passage.		The children should read the instructions themselves and answer the questions in writing. (You should NOT read the questions for him/her.)			Repeat this three (3) times picking 1 one-digit number and 2 two-digit numbers from the square.		Record the number of digits correctly identified in the box.	
Make a tick under each word read correctly, add them up and record the total in the box below.  (See last page for tally chart)		Note how long it took the pupil to read the passage by using a watch or stop-clock	You should record the scores for this part of the assessment after the pupils have completed the assessment.  1 = Correct 0 = Incorrect -4 = Did not attempt				Record the number of digits correctly identified in the box.		1 = Correct 0 = Incorrect -4 = Did not attempt	
ID	5a	5b	6a	6b	6c		1		2	
	<input type="text"/>	__ minutes __ seconds	<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text"/>		<input type="text"/>	
	<input type="text"/>	__ minutes __ seconds	<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text"/>		<input type="text"/>	
	<input type="text"/>	__ minutes __ seconds	<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text"/>		<input type="text"/>	
	<input type="text"/>	__ minutes __ seconds	<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text"/>		<input type="text"/>	
	<input type="text"/>	__ minutes __ seconds	<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text"/>		<input type="text"/>	
	<input type="text"/>	__ minutes __ seconds	<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text"/>		<input type="text"/>	
	<input type="text"/>	__ minutes __ seconds	<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text"/>		<input type="text"/>	
	<input type="text"/>	__ minutes __ seconds	<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text"/>		<input type="text"/>	
	<input type="text"/>	__ minutes __ seconds	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text"/>		
	<input type="text"/>	__ minutes __ seconds	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text"/>		

Please note the pupils' answers below:

P U P I L  C O D E	<i>Instruction: Ask the pupil:</i>  "Work out the answer for each of these problems and write it on your booklet. You do not have to follow the order of the questions as shown. You are free to answer the questions in any order you like and to skip any question you are unable to answer."  1 = Correct 0 = Incorrect -4 = Did not attempt										<i>Instruction: Ask the pupil:</i>  "Which of these would give the smallest answer? Circle the correct response."  1 = Correct 0 = Incorrect -4 = Did not attempt	<i>Instruction: Ask the pupil:</i>  "A box holds ?? oranges. How many oranges are there in ?? boxes?"  1 = Correct 0 = Incorrect -4 = Did not attempt	<i>Instruction: Ask the pupil:</i>  "What is the next number?"  1 = Correct 0 = Incorrect -4 = Did not attempt
	ID	3a	3b	3c	3d	3e	3f	3g	3h	3i	3j	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



English Correct Responses							
Eng:Q4		Pupil Codes					
TEXT							
a.	????						
b.	?						
c.	????						
d.	??						
e.	?						
f.	????						
g.	??						
h.	??						
i.	?						
j.	??????						
k.	Total						

Eng:Q5(1)		Pupil codes							
Text									
l	??????								
m	??????								
n	????								
o	?								
p	????.								
q	??								
r	???								
s	????								
t	????								
u	??								
v	??????								
w	?								
x	???								
y	???								
z	????????								
aa	????								
ab	??								
ac	??r?????								
ad	????.								
ae	"????"								
af	????								
ag	???								
ah	?????"								
ai	?????								
aj	??????								
ak	"?,"								
al	??????								
am	????????.								

Eng:Q5(2)		Pupil codes							
Text									
an	?								
ao	???								
ap	???????								
aq	?????								
ar	???								
as	???								
at	????								
au	??								
av	???								
aw	???								
ax	???????								
ay	???								
ax	"??								
ab	??								
bb	???"								
bc	?????								
bd	??????								
be	"???"								
bf	????								
bg	????								
bh	???								
bi	?????"?								
bj	????."								
bk	"???"								
bl	?????"								
bm	???								
bn	??								
bo	??!"								
bp	???????								
bq	??????								

<b>Kiswahili Correct Responses</b>							
<b>Eng:Q4</b>		<b>Pupil Codes</b>					
TEXT							
a.	??????						
b.	??????						
c.	??????						
d.	????						
e.	???????						

<b>Kiswa:Q5(1)</b>		<b>Pupil codes</b>			
Text					
l	??????				
m	????????				
n	??????.				
o	????????				
p	????????				
q	???				
r	??????.				
s	????				
t	????????				
u	????????				
v	??????				
w	??				
x	?????				
y	??				
z	??????.				
aa	'??				
ab	????				
ac	????				
ad	????????'				
ae	????????				
af	??????.				
ag	'?????,"				
ah	????????				
ai	??????.				
aj	??????				
ak	??????				
al	??????				
am	????				

<b>Kiswa:Q5(2)</b>		<b>Pupil codes</b>			
Text					
an	????????				
ao	??				
ap	?????				
aq	????				
ar	??				
as	??????.				
at	'??,				
au	????				
av	?????'				
aw	??????				
ax	??????.				
ay	'????????				
ax	????				
ab	????				
bb	?????.'				
bc	'??????				
bd	????				
be	??				
bf	????				
bg	?????,'				
bh	????????				
bi	?????.				

Correct answers

<b>English</b>	
1	
2	
3	
4	
5	
6a	
6b	
6c	
<b>Kiswahili</b>	
1	
2	
3	
4	
5	
6a	
6b	
6c	
<b>Mathematics</b>	
1	
2	
3a	
3b	
3c	
3d	
3e	
3f	
3g	
3h	
3i	
3j	
4	
5	
6	
<b>Non-verbal reasoning</b>	
1	
2	
3	
4	



**TANZANIA SERVICE DELIVERY INDICATORS  
EDUCATION SURVEY**

**2014**

**Module 5b – Pupil Assessment – Pupil Booklet**

**MASKED CONTENT**

In order to preserve the confidentiality of the test items, this version of the questionnaire masks specific letters/words/numbers that would reveal the content of the questions.

(Each letter/number has been replaced with a ?)

# Pupil Assessment Questionnaire

Cover Sheet

QUESTIONS 1 – 5 TO BE COMPLETED BEFORE INTERVIEW

Enumerator Note: *Please write all responses clearly using CAPITAL LETTERS ONLY!*

		Name(s)		Code		
1.	First Visit Enumerator			_ _ _ _ _		
2.	Second Visit Enumerator			_ _ _ _ _		
4.	School Name & Survey Code			_ _ _ _ _		
5.	School EMIS Code/Registration Number	<i>Official code used by MoEVT</i>				
6.	Date	<i>Day/Month/Year (e.g. 15/04/13)</i>		_ _ / _ _ / _ _		
Supervision		Result		Date		
		1.		2.		
7.	Questionnaire Verification	Team Leader	a.	_	_ _ / _ _ / _ _	<u>Survey results codes</u> 1 = Completed Questionnaire 2 = Incomplete Questionnaire
		Supervisor	b.	_	_ _ / _ _ / _ _	

Pupil's Name: \_\_\_\_\_

Time Started: \_\_ : \_\_

**A. ENGLISH**

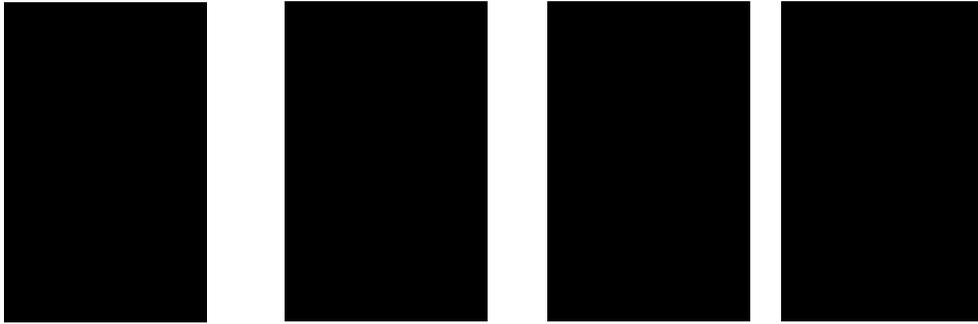
1.

?	?	?
?	?	?
?	?	?

2.

?????	????????	?????
????????	?????	?????
?????	????????	????????

3.



4. ????? ? ????? ??, ? ????? ?? ?? ? ?????????.

5. ?????? ?????? ????? ? ?????. ?? ??? ????? ????? ?? ??????. ? ??? ??? ?????????? ?????  
 ?? ????????'? ?????. '???? ????? ?? ? ??????' ?????? ??????. '??,' ?????? ?????????? ?  
 ??? ?????????? ?????? ??? ??? ????? ?? ??? ??? ??????????'? ???. '??, ?? ????' ??????  
 ??????. '??? ????? ????? ?? ? ??????'? ?????.' '??? ??????'? ??? ?? ???,' ?????????  
 ???????.

(6a) Where did ?????? and ?????? meet?

\_\_\_\_\_

(6b) What ?????? was sleeping next to ?????? ?

\_\_\_\_\_

(6c) Circle the correct response to the question below.

Why was ????? surprised that ??? ??? ??? him?

- (i) Because ??? ??? ??? ??????????
- (ii) Because ?????? ????? ??? ????? ??? ??? ????? ??? ??????
- (iii) Because ?????? ?????'? ??? ??? ????

A1. SWAHILI

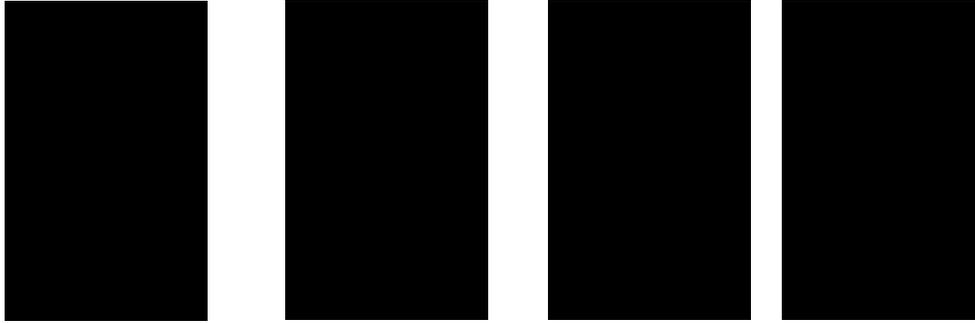
6.

?	?	?
?	?	?
?	?	?

7.

?????	?????????	?????????
?????	?????????	?????????
?????	?????	???

8.



9. ?????? ??????, ?????? ??? ? ???????.

10. ?????? ?????????? ??????. ?????????? ?????????? ??? ??????. ??? ? ?????????? ?????????? ?????????? ?? ?????? ?? ??????????. '?? ??? ???? ??????????' ?????????z? ??????????. '????????,' ?????????? ??????????. ?????????? ?????????? ?????????? ?????? ?????????? ?? ?????? ?????? ?? ??????????. '??, ?????? ??????!' ?????????? ??????????. '????????? ?????? ?????? ??????' '????????? ?????? ?? ?????? ??????' ?????????? ??????????.

(6a) ?? ?????????? ?? ?????????? ?????????????????? ??????



(6b) ?? ?? ?????????? ?????? ?????????? ?????????? ?????????? ?? ??????????



(6c) Zungushia jibu sahihi la swali lifuatalo.

Je kwa nini ?????? ?????????????? ????? ?????????? ?

- (i) Kwa sababu ????? ?????????? ??????????.
- (ii) Kwa sababu ?????????? ?????????????????? ????? ?????? ??????????.
- (iii) Kwa sababu ?????????? ?????????? ?????????????? ??????.

**B. MATHEMATICS**

1.

??	?	??
?	??	?
??	??	?

2.

???    ???    ??    ?    ??    ???



3.

a)

$$\begin{array}{r} ? \\ + ? \\ \hline \end{array}$$

b)

$$\begin{array}{r} ?? \\ + ?? \\ \hline \end{array}$$

c) 
$$\begin{array}{r} ??? \\ + ??? \\ \hline \end{array}$$

d) 
$$\begin{array}{r} ? \\ - ? \\ \hline \end{array}$$

e) 
$$\begin{array}{r} ?? \\ - ?? \\ \hline \end{array}$$

f) 
$$\begin{array}{r} ? \\ \times ? \\ \hline \end{array}$$

g) 
$$\begin{array}{r} ?? \\ \times ?? \\ \hline \end{array}$$

h) 
$$\begin{array}{r} ??? \\ \times ??? \\ \hline \end{array}$$

i)  $? \div ?$

j)  $?? \div ?$

4. Which one gives the smallest answer?

a)  $?? \div ?$

b)  $?? \div ?$

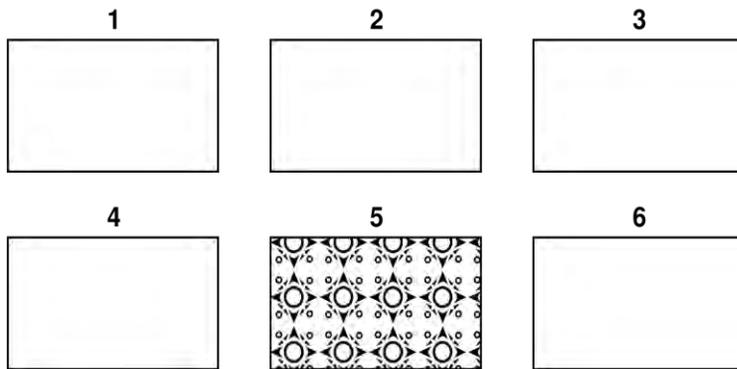
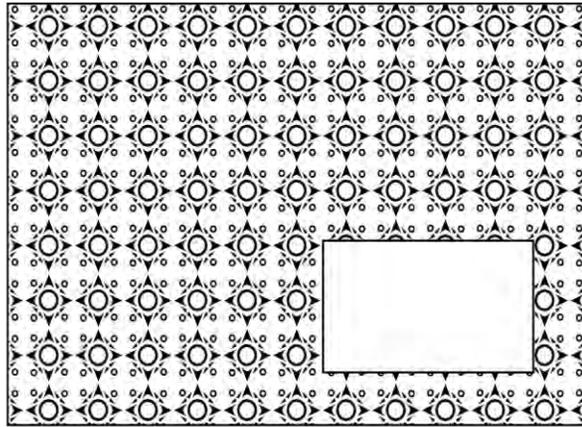
c)  $?? \div ?$

5. A box contains ?? oranges. How many oranges are contained in ?? boxes?

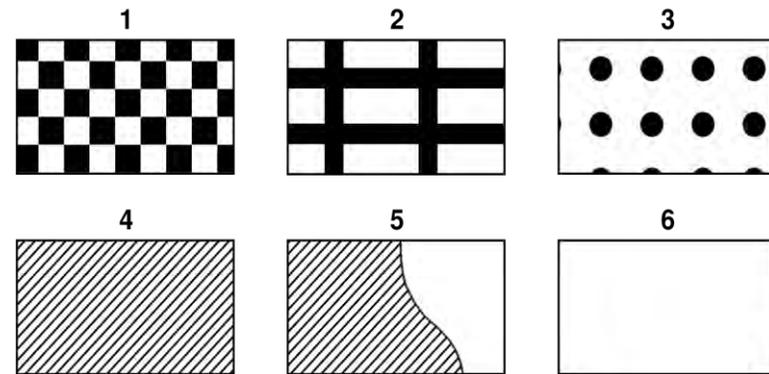
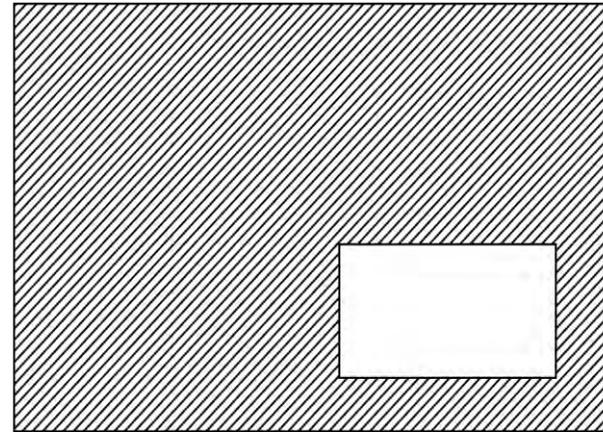
6.  $?? \rightarrow ?? \rightarrow ?? \rightarrow ? \rightarrow \underline{\hspace{2cm}}$

**C. Non-verbal reasoning**

**Practice A**



**Practice B**



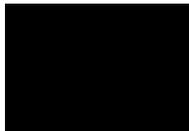
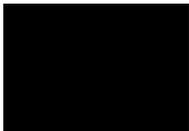
**1**



1

2

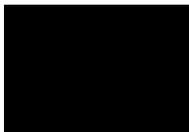
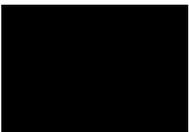
3



4

5

6



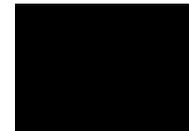
**2**



1

2

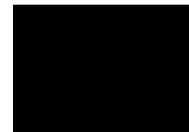
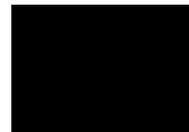
3



4

5

6



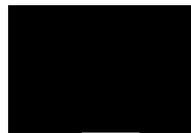
**3**



1

2

3



4

5

6



**4**



1

2

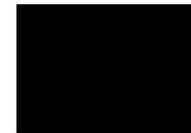
3



4

5

6



**Time Ended: \_\_ : \_\_**



**Module 6: Teacher Assessment**



**TANZANIA SERVICE DELIVERY INDICATORS**

**EDUCATION SURVEY**

**2014**

**Modules 6 – Teacher Assessment**

In order to preserve the confidentiality of the test items, this version of the questionnaire masks specific letters/words/numbers that would reveal the content of the questions.

(Each letter/number has been replaced with a ?)

**QUESTIONS 1 – 4 TO BE COMPLETED BEFORE INTERVIEW**

		Name(s)			Code
1.	Enumerator				_ _ _ _
3.	School Name and Survey Code				_ _ _ _
4.	School EMIS Code/Registration Number				
5.	Date	<i>Day/Month/Year (e.g. 15/04/12)</i>			_ _ _ / _ _ _ / _ _ _
Supervision		Result	Signature	Date	
		<i>Day/Month/Year (e.g. 15/04/12)</i>			
6.	Questionnaire Review	Team Leader	_		_ _ _ / _ _ _ / _ _ _
7.		Supervisor	_		_ _ _ / _ _ _ / _ _ _
7a.		Data Entrant	_		_ _ _ / _ _ _ / _ _ _
					<b>Codes</b> 1 = Questionnaire complete 2 = Questionnaire incomplete 3 = School closed 4 = Refused

Module 6 Comments:

**Teachers: Please provide information about yourself beginning in Question 9:**

8.	Teacher Code	<i>From Module 2A</i>	
8a	Teacher Name		
8.	Age	<i>Number</i>	
9.	Sex	1= Male 2= Female	
10.	What standards do you normally teach <u>this academic year (2014)</u> ?	<i>Number (1-7)</i> 8 = Pre-Primary 1 or 2 9 = Special needs	ENTER UP TO THREE Standard   Standard   Standard
11.	What standards did you mostly teach <u>last academic year (2013)</u> ?	<i>Number (1-7)</i> 8 = Pre-Primary 1 or 2 9 = Special needs	ENTER UP TO THREE Standard   Standard   Standard
12.	What subject(s) do you normally teach?	1 = English 2 = Math 3 = Both 9 = Other (Specify)	_____
13.	In what year did you begin teaching?	<i>Year (e.g. 1990)</i>	
14.	What is the highest level of education you have completed?	1 = Primary complete 2 = Secondary- O Level 3 = Secondary – A Level 4 = Diploma/ Certificate 5 = Postgraduate Diploma 6 = University degree (bachelor) 7 = University degree (master) 8 = University degree (doctoral) 9 = Other (specify) 0 = None	_____
15.	What is the highest level of teacher training you received?	1 = Certificate 2 = Grade A 3 = Diploma 4 = Bachelors in Education 5 = Masters in Education 6 = Doctorate in Education 9 = Other (specify) 0 = None	_____
16.	When did you complete your highest level of teacher training?	<i>Year (e.g. 1990)</i>	
17.	Did you teach in this school last year?	1 = Yes 2 = No	

**Part A: (35 minutes)**

**We thank you very much for participating in this exercise!**

**Please read and follow the instructions below carefully:**

- **DO NOT** turn over this page before you are told. The enumerator will tell you when to turn this page to begin the questions.
  
- First, the enumerator will spend about 5 minutes reviewing some sample questions to give you some practice before beginning the actual assessment. While working on the sample question, **DO NOT** move on to the actual assessment until the enumerator tells you to do so.
  
- **You have 35 minutes to complete all the questions.**
  
- **Answer all the questions.** For each question, put your answer in this booklet in the space provided.
  
- **DO NOT** use a calculator or any electronic object during the period of the test.
  
- **Please ask if you have any questions.**

**Sample Questions**

**Task A – Assess pupils’ literacy**

Section 1 – Below is a test paper by a primary school pupil. Please mark the answers using a ✓ for those answers that are correct and a ✗ for those answers that are not correct. For those answers that you mark ✗, you must write the correct answer in the space provided. **For example:**

Examples: Complete the sentences with the correct words from the brackets

(a) <u>Where</u> (Does, Where, How long) does it take to walk to this school?	(a) ✗	(a) How long
b) <u>When</u> (Where, When, What) is your sister doing?	(b) ✗	(b) What
c) Before it started to rain, Musa <u>heard</u> (hears, was hearing, heard) thunder in the distance.	(c) ✓	(c)

Section 2 – Below is a letter written by a child in Standard Four. Correct the letter for grammar, punctuation (between sentences and within sentences), spelling, syntax, and salutation. **For example:**

Examples: Correct the letter below to show the mistakes in each line

**A Write a letter to your friend telling her about your family.**

Dear Neema,

How are you? I am fine. I want to tell about my family There is six people in my family.

\_\_\_\_\_ you my family. There are people \_\_\_\_\_

I want you to know my father Baraka. He loves us very much and likes laugh with us evry day.

\_\_\_\_\_ father, Baraka. \_\_\_\_\_ likes to laugh \_\_\_\_\_ every \_\_\_\_\_

Yours faithfully

\_\_\_\_\_ faithfully, \_\_\_\_\_

~~From your Friend~~ Rehema

From your Friend \_\_\_\_\_

**Sample Questions (continued)**

**Task B – Assess pupil’s numeracy**

Below is a test paper by a primary school pupil. Please mark the answers using a ✓ for those answers that are correct and a ✗ for those answers that are not correct. For those answers that you mark ✗, you must write the correct answer in the space provided.

**For example:**

<p>(a) There are <u>a. 90</u> degrees in a circle.</p> <p>a. 90 b. 360 c. 180 d. 450</p>	<p>(a) ✗</p>	<p>(a) b. 360</p>
<p>b) If 5 loaves of bread cost 3,000 shillings, how much does 1 loaf cost?</p> <p>Answer: <u>d. 600 shillings</u></p> <p>a. 1,000 shillings b. 500 shillings c. 400 shillings d. 600 shillings</p>	<p>(b) ✓</p>	<p>(b)</p>
<p>c) Which fractions are equal to <math>\frac{3}{4}</math>? <u>d. 6/12</u></p> <p>a. <math>\frac{3}{2}</math> b. <math>\frac{9}{16}</math> c. <math>\frac{18}{24}</math> d. <math>\frac{6}{12}</math></p>	<p>(c) ✗</p>	<p>(c) c. 18/24</p>

**DO NOT TURN THE PAGE!**

**PLEASE WAIT FOR INSTRUCTIONS FROM THE ENUMERATOR**



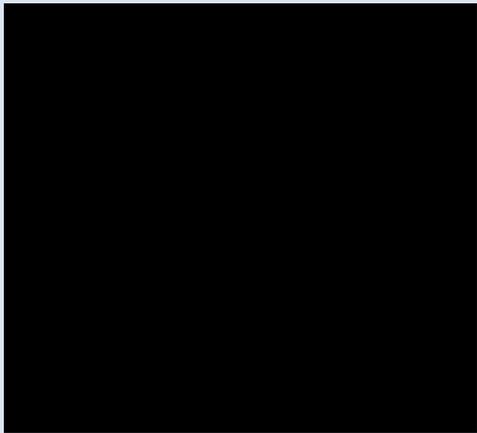
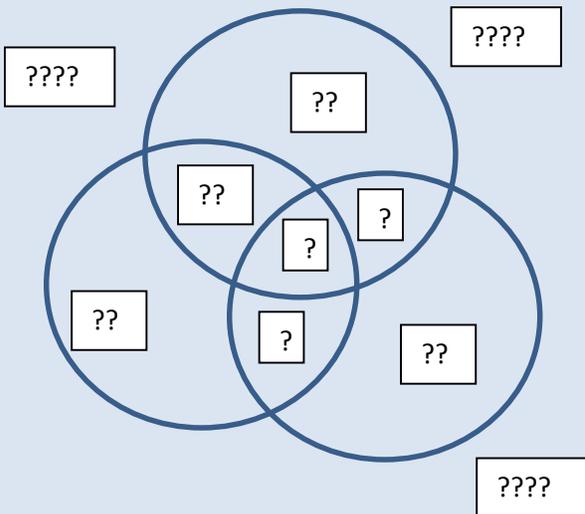
Section 2: Below is a letter written by a child in Standard Four. Correct the letter below for grammar, punctuation (between sentences and within sentences), spelling, syntax, and salutation by circling the mistakes and writing the correction on the line provided.

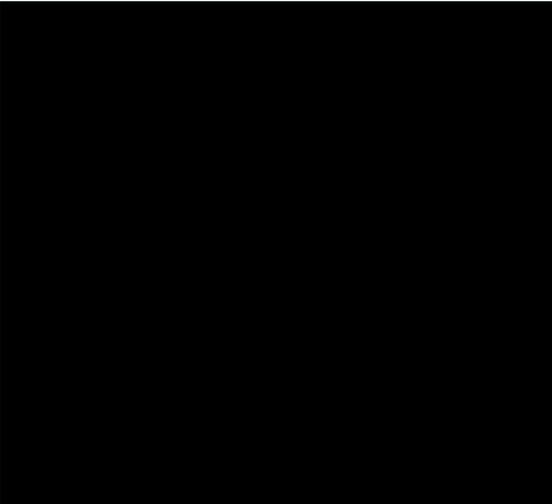
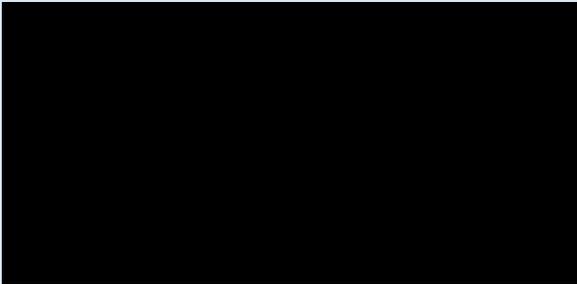
<b>4.</b>	<p><b>Write a letter to your sister telling her about your new school.</b></p> <p>???? ??????</p> <hr/> <p>??? ?? ????? ??? ????? ?? ????? ??? ??? ?????????? ????? ????? ? ????? ???</p> <hr/> <p>????? ??????? ? ???? ?? ???? ??? ????? ?? ??? ?????? ?? ?????? ??? ?????? ?</p> <hr/> <p>???? ? ??? ?? ????? ?? ????? ??? ????? ?? ??? ?????? ?? ??? ?? ??????. ? ???? ?? ???? ???</p> <hr/> <p>???? ? ????? ?? ??? ?????? ??? ?????? ??? ?? ???? ?? ??? ??????? ????? ??? ?? ???? ???</p> <hr/> <p>????????? ?? ????? ?? ?? ? ?? ??? ??????????? ??? ?? ????? ??????? ????????. ?</p> <hr/> <p>??? ?? ????? ??????? ???????.</p> <hr/> <p>???? ???</p> <hr/> <p>???? ?????? ???? ?</p> <hr/>
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**Task 2 – Assess pupils’ numeracy**

Below is a test paper by a primary school pupil. Please mark the answers using a ✓ for those answers that are correct and a ✗ for those answers that are not correct. For those answers that you mark ✗, you must write the correct answer in the space provided.

		(A) Mark the pupil’s answer correct or incorrect here	(B) Write the correct answers here
1	Write the missing numbers in the box below		
	(a) ?? + ?? = ??	(a)	(a)
	(b) ?? - ?? = ??	(b)	(b)
	(c) ??? + ??? + 127 = ???	(c)	(c)
	(d) ?? ÷ ? = ?	(d)	(d)
	(e) ?? × ?? = ????	(e)	(e)
2	Which two numbers add up to make 0.81 <div style="text-align: center;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">0.??</span> 0.0? 0.? 0.?? 0.?? <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">0.??</span> </div>		
3	Circle the one that gives the smallest answer? <div style="text-align: center;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">(a) ?? ÷ ?</span>                      (b) ?? ÷ ?                      (a) ?? ÷ ?                 </div>		
4	Complete these fractions so that they are equivalent (a) $\frac{?}{?} = \frac{?}{??}$	(a)	(a)
	(b) $\frac{?}{?} = \frac{?}{??}$	(b)	(b)
5	? exercise books cost ?,??? Shillings. What is the cost of ?? exercise books? (a) ??,??? Shillings (b) ??,??? Shillings <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">(c) ??,??? Shillings</span> (d) ??,??? Shillings		
6	How many ?????? does a ?????? have? (a) ? <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">(b) ?</span> (c) ? (d) ?		
7	????? that ?????? are <span style="border: 1px solid black; display: inline-block; width: 50px; height: 15px;"></span> ?????? (a) ?????????? (b) ????????? <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">(c) ???????</span> (d) ??????????		

<p>8</p>	<p>This is the time Juma starts to walk to his sister's house. The walk takes 45 minutes.</p>  <p>What time did Juma arrive? ?:??</p>		
<p>9</p>	<p>Children in Primary 5 did a survey of how many people have various pets. They drew this Venn diagram.</p>  <p>a) How many people ??? ????? ? ??</p> <p>b) Which animal ??? ??? ?????? ??????? ? ????</p>	<p>(a)</p> <p>(b)</p>	<p>(a)</p> <p>(b)</p>

<p>10</p>	<p>Baraka took part in a sponsored cycle ride. This graph shows how far he rode and how long it took him.</p>  <p>a) Look at the graph. How far ??? ??? ?????? ?????? ? ?????? ?? ?? km</p> <p>b) Joe started riding at ?:? in the morning. How far had he gone at ??:??? ?? km</p>	<p>(a)</p> <p>(b)</p>	<p>(a)</p> <p>(b)</p>
<p>11</p>	<p>Write the answer in the box provided</p> <p>(a) <math>\sqrt{??} = ??</math></p> <p>(b) <math>?? - ?? = ?</math></p> <p>(c) <math>\frac{?}{?} \div \frac{?}{?} = ??/??</math></p>	<p>(a)</p> <p>(b)</p> <p>(c)</p>	<p>(a)</p> <p>(b)</p> <p>(c)</p>
<p>12</p>	<p>What is <math>n</math>?</p> $??n - ?? - ?n = ??$ $n = ?$		
<p>13</p>	<p>What are the perimeter and the area of the shaded rectangle in the middle?</p>  <p>(a) Perimeter: ?? cm</p> <p>(b) Area: ?? cm<sup>2</sup></p>	<p>(a)</p> <p>(b)</p>	<p>(a)</p> <p>(b)</p>

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**Part B: (35 minutes)**

School Name	
School Survey Code	_ _ _ _ _ _ _
School EMIS Code/Registration Number	
Teacher ID ( <i>From Module 2A</i> )	_ _ _
Teacher Name	

**Please read and follow the instructions below carefully:**

- **DO NOT** turn over this page before you are told. The enumerator will tell you when to turn this page to begin the questions.
  
- **You have 35 minutes to complete all the questions:**
  
- **Answer all the questions.** For each question, put your answer in this booklet in the space provided.
  
- **DO NOT** use a calculator or any electronic object during the period of the assessment.
  
- **Please ask if you have any questions.**





3b) *What are the main reasons for the increase in road accidents in the UK? Do you think the government should do more to reduce the number of road accidents? Why/why not?*

i.

ii.

3c) i. *What are the main reasons for the increase in road accidents in the UK? Do you think the government should do more to reduce the number of road accidents? Why/why not?*

3c) ii. Write one question in which you will ask pupils to make an inference about the information presented in the lesson.

3d) *What are the main reasons for the increase in road accidents in the UK? Do you think the government should do more to reduce the number of road accidents? Why/why not?*

**Group Activities:** You will be asking the pupils to debate what governments should do about road accidents (one group) and why this is difficult (another group). *What are the main reasons for the increase in road accidents in the UK? Do you think the government should do more to reduce the number of road accidents? Why/why not?* based on the article:

3e) *What are the main reasons for the increase in road accidents in the UK? Do you think the government should do more to reduce the number of road accidents? Why/why not?*

i)	
ii)	
iii)	
3f) ??? ?? ?? ?????????? ?? ????????? ??? ????????? ?? ????? ?????????? ? (???? ? ?????)	
i)	
ii)	
iii)	

**Task 4 – Assessing differences in children’s abilities as learners**

In this task, you are asked to make a judgment about the quality of pupil writing. Two pieces of writing from pupils in a primary school are given below. The pupils were asked to write a letter to a friend about their school. Please look at each piece of writing and analyze the letter to assess the pupil’s ability to write simple letters, use sentence



Questions:

***[Note: Please do not comment on the pupils' handwriting as these letters were computer generated.]***

4a) Write a short assessment of Susan's letter (List 3 strengths and 3 weaknesses)

Strengths:

i)

ii)

iii)

Weaknesses:

i)

ii)

iii)

4b) Write a short assessment of Mohammed's letter (List 3 strengths and 3 weaknesses)

Strengths:

i)

ii)

iii)

Weaknesses:

i)

ii)

iii)

**Task 5 – Evaluating the learning achievements and progress of students**

The table below shows the test results in English, Mathematics and Social Studies for pupils in a Grade 4 class. Each test is out of 20 marks.

	NAME	SEX	TESTS		
			English	Math	Social Studies
1	Nikhil	M	??	??	??
2	Yusuf	M	?	??	??
3	Gorinda	M	??	??	??
4	Ahmed	M	??	??	??
5	Suresh	M	??	?	??
6	Gladys	F	?	??	??
7	Anne	F	??	??	??
8	Elizabeth	F	??	??	??
9	Mary	F	??	?	??
10	Janet	F	?	?	??

5a) What is the class average for English?

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5b) *???? ? ??? ?????? ???? ?????? ??? ?v????? ???? ??????? ? ? ????????????? ???? ?????? ??? ??? ?v????? ???? ??????? ? ? ????????????? ???? ?????? ??? ?? ??? ????? ? ? ? ?????? ? ? ?????????? ??????????. ???? ? ?????? ???? ????????? ???? ??.*

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5c) Suresh and Mary have similar learning profiles. Janet has a different learning profile but has something in common with them. Make at least 3 comments on these learners.